

POLICY STATEMENT

Concept #2

Personalize the Teaching and Learning Environment

If high achievement for all students is the goal of school improvement, then . . . personalization and a rigorous curriculum are two essential ingredients . . . all students require a supportive environment—some more than others. Creating that environment is essential to bringing learning to fruition.

---**Breaking Ranks II:** Strategies for Leading High School Reform

Personalization: A learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides. (Clarke, 2003, pg. 15)

The Nebraska high school will:

1. Provide a personalized teaching and learning culture that fosters positive, respectful relationships among students, school personnel, parents and community.
2. Develop a student-centered culture, where students feel a sense of belonging and are allowed to make choices and take responsibility for their learning.
3. Establish an advisor/advisee program; advisors stay engaged and involved in every advisee's life throughout high school allowing teachers to understand student's abilities, interests, strengths, and needs.
4. Require schools to collaborate with students, parents/guardians and advisors in creating the student's Personal Learning Plan (PLP)—a career and education plan.
5. Create a teaching/learning structure that prevents student anonymity during his or her high school experience.
6. Engage parents/guardians and community members to be actively involved in student learning and build positive partnerships with schools.

7. Provide the opportunity for a balanced program of co-curricular and service learning activities in line with students interests and skills.
8. Advocate and model a set of core values and ethical behaviors of a democratic and civil society.
9. Provide for flexibility of time patterns that will allow for alternative school calendars and instructional schedules that reflect the needs of students and staff and ensure academic success.

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